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ABSTRACT

Intended to inform the governing board, administration, faculty and staff about the general characteristics of students served by Southwestern College (SWC), this annual student profile examines a number of demographic and educational characteristics of fall 1990 students. First, introductory sections provide an overview of demographic and enrollment trends, data sources, study limitations, and differences between day and evening students. The next section presents data on student demographics, including age, sex, ethnicity, employment status, marital status, and sources of financial support. Student program status is considered next in terms of residency patterns, admissions classification (i.e., new, continuing, or returning), and unit load. The final section contains data on students' goals and plans, including information on declared majors, educational objectives, and post-graduation plans. Data in each section are presented for both day and night students, and selected results from previous years' surveys are used to illustrate trends. Highlighted findings include the following: (1) 53% of the fall 1990 student population were female; (2) ethnic minorities comprised 48% of the total student body in 1980 and 65% in 1990, with Hispanics representing the largest ethnic group on campus; (3) 60% of the students worked full- or part-time while attending college, and 49% were self-supporting; (4) 76% of the day students and 45% of the evening students were single; (5) 98% were California residents; (6) among fall 1990 students, 30% were new students, 53% were continuing students, and 17% were returning students; (7) 27% were attending full-time; and (8) 46% intended to transfer to a four-year institution. The bulk of the report consists of data tables and graphs. (JMC)

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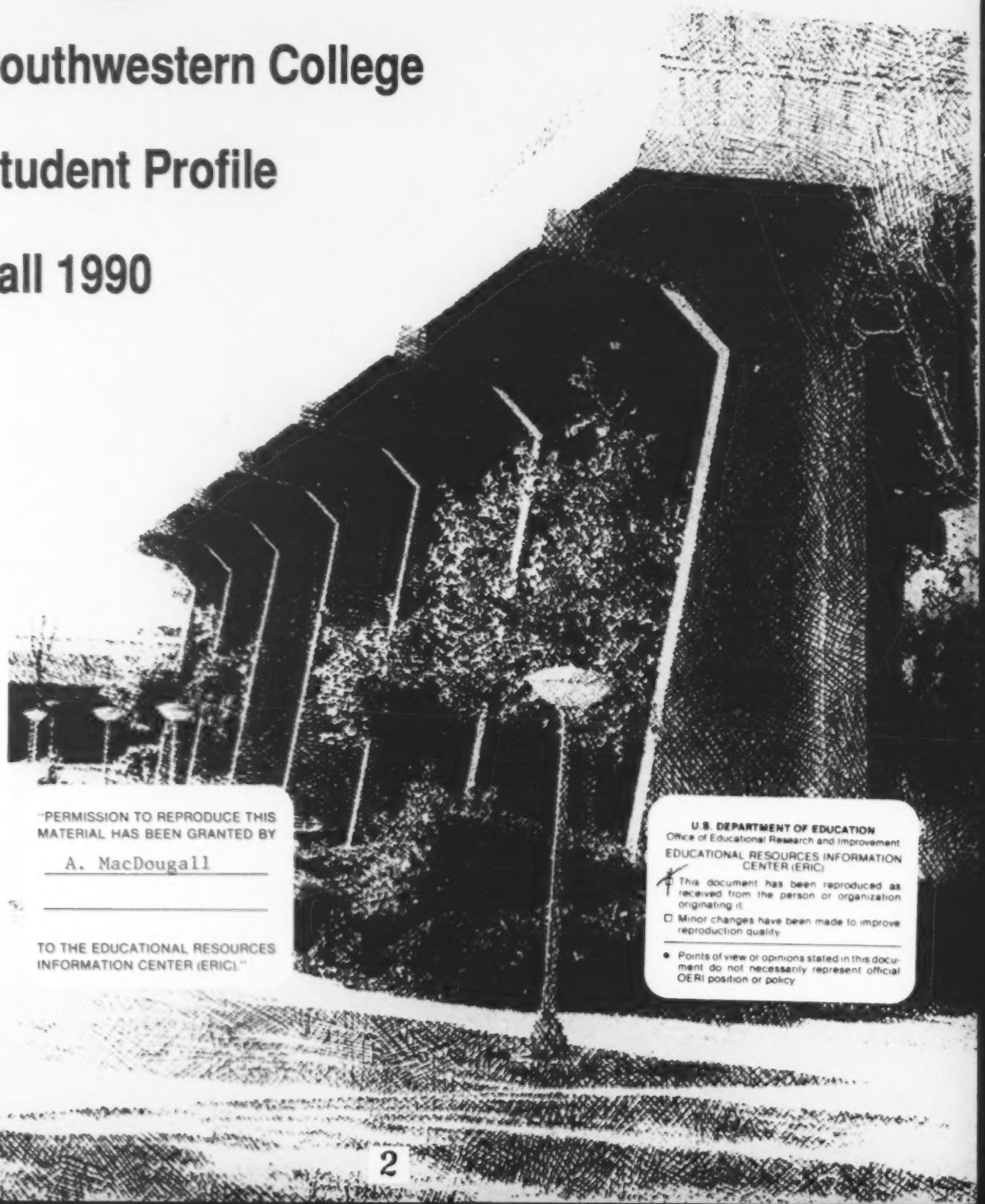
ED327247

Southwestern College

Student Profile

Fall 1990



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SPECIAL REPORTS

The major functions of the College Planning, Research, and Grants Development Office are to:

- Facilitate the strategic planning efforts of the College
- Augment the College's Management Information System (MIS), utilizing data bases maintained by computer services
- Conduct institutional research
- Assist faculty and administration to seek grants and respond to external public and private funding agencies

In order to carry out these interrelated functions, the College Planning Office collects, analyzes and synthesizes information from a wide variety of internal and external sources to help members of the College community better understand the changing environment and operations of the College.

Special reports are intended to provide information about institutional operations, programs, services, staff and students, as well as the community at large. The topics addressed in each special report contribute to the pool of knowledge necessary for planning, assessment, and on-going decision-making processes of the College.

The Governing Board, administration, faculty, and staff increasingly must share responsibility for conducting affairs that fulfill the College mission. It is important that this collaborative responsibility be carried out in a spirit of mutual understanding of the agreed upon goals of the College. It is also essential that they share a common information base with which to assess current and future conditions so that informed choices can be made. Objective appraisal of the strengths and weaknesses of the college's operations, programs and services is an essential prelude to their improvement. Special reports are intended to supply information to help in this endeavor.

Interested parties may request copies of such reports from the College Planning Office.

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Southwestern College
Student Profile, Fall 1990

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Preface

The decade of the 1980s was one of growth and change at Southwestern College (SWC). Changing student demographics is a major planning factor that must be addressed by SWC during the decade of the 1990s. This report portrays the changing student profile of the College during the five year period from 1986 through 1990. Data from 1990 indicate that trends noted in the 1989 Student Profile are continuing and will be examined in the current report. As an example, one changing trend is seen in the sex and ethnic composition of our students. In 1980, the College population was divided about equally between males and females and between minority and non-minority students. As the data show, by the end of the decade, there were shifts on both these counts toward female and minority students. By 1990, Hispanics represented the single largest ethnic group on campus (40%), replacing Anglos (35%), and the proportion of males to females was 47 percent males to 53 percent females.

Another important example of a continuing trend is seen in the overall enrollment figures. Total enrollments have increased by about 7 percent per year during the five year period and are currently near the 16,000 student mark. A decline of the early 1980s was more than offset by the accelerated growth in the second half of the decade. If enrollments continue to increase at the same rate, SWC will educate nearly 17,000 students in 1991 and 18,000 in 1992. The table displayed below shows the Fall enrollment growth of SWC between 1980 (even years) and 1990.

	1980	1982	1984	1986	1988	1990
Total	12,941	12,287	10,324	12,359	14,066	15,855
% Day*	59	68	63	62	63	62
% Evening	41	32	37	38	37	38

* Students enrolled in at least one day class are classified as Day Students.

Other important SWC student characteristics and enrollment patterns to be noted in 1990 are:

- The average age of students was about 28 years until 1990 when it dropped slightly to 27.5; the largest student age group is between 21 and 30 (38%) for day students and over 30 (46%) for evening students;

- Female enrollments now constitute the majority (53%) of the student body;

- Ethnic minorities comprised 48 percent of the total student body in 1980 and 65 percent in 1990; Hispanics now represent the largest ethnic group on campus (40%);

- The majority of students (64%) work either full- or part-time while attending college; 49 percent are self supporting and about 64 percent are single;

- By 1990, three out of four students lived within the district compared to about nine out of ten students in the early 1980s.

- Day enrollments constitute the largest segment of the college population (about 63%), but evening programs continue to serve nearly 4 out of 10 students who attend SWC;

- New and returning students decreased as a percentage (30% and 17% respectively) of the total student body; continuing students have grown to be the largest segment (53%) of the college population;

- The average number of units carried by students decreased steadily between 1980 (8.1 units) and 1989 (7.0 units) but increased to 7.3 units in 1990; this increase is due primarily to an increase in units carried by day students;

- There was an increase in the selection of majors related to general study transfer by students during the decade, rising from 36 percent in 1980 to 50 percent in 1990;

- About 1 out of 5 students was undecided about his or her degree major when entering college in 1980; this decreased to about 1 in 6 by 1990;

- Throughout the first half of the decade about 1 in 5 students was undecided about his or her post-graduation plans; by the end of the decade the proportion had dropped to about 1 in 6.

The narrative, tables, and charts in the body of this report further amplify and explain the student demographic patterns that are noted above.

INTRODUCTION

This is the fourth in a series of annual reports prepared by the Planning and Research Office of Southwestern College (SWC). It is intended to provide an overview of the characteristics of students enrolled at the College. The purpose of this fact book is to inform the Governing Board, administration, faculty and staff about general characteristics of students served by SWC. In this respect, much of the information about students covers not only the most recent Fall academic term (1990), but also provides comparative data for the four preceding Fall terms beginning in 1986. Thus, changes over time can be plotted. Knowledge of these changes is useful for planning and decision making at all levels of the College.

In addition to an analysis of all students, this report contains an examination of the characteristics of day and evening students. There are limits to this comparison on some factors which are noted below; however, the general picture is sufficient to indicate some important differences that should be taken into account in planning College programs and services.

Although much of the information contained in this report may be of interest to the general public, it should be noted that the primary purpose of this document is for internal planning rather than public relations.

Data Sources and General Limitations of the Study

Information contained in this document was taken from the various computer management information systems used by the College to maintain records of students and programs. Enrollment data were taken from the first census taken in the respective Fall semesters contained on the tables in this fact book. First census data include all students attending classes in session during the first census, enrollments in classes that meet but finish before first census, and students registered for courses that begin after first census but before the end of the same Fall semester.

The data base used for analysis reflects the information maintained in various management information systems compiled by SWC Computer Services. Efforts were made to verify the data, but notice must be issued that the reliability and validity of the information presented in this report is no greater than the original sources used. Demographic and personal information is self-reported by students and may not always be accurate.

A second limitation must be noted about the accuracy of some data pertaining to day and evening enrollments which are subject to automatic computer categorization based on student enrollment patterns. For example, the data are accurate for students who enroll exclusively in evening classes; however, if a student enrolls in one or more day classes as well as an evening class, he or she is automatically categorized as a day student. Furthermore, there are problems in clearly identifying the day or evening students who drop courses after first census in the semester (about three weeks after the semester begins). Students who drop classes are automatically classified as "inactive", and it is not possible to determine whether these students were day or evening students. The net effect of these limitations seems to be that the number of evening students may be understated. The accuracy of other demographic data for the College population as a whole is not affected.

Organization of the Report

The purpose of this report is to describe the characteristics of SWC students. To achieve this, the results of the analysis are divided into three major topics:

1. Student Demographics: Age, Sex, Ethnicity, Employment Status, Marital Status and Source of Financial Support;
2. Student Program Status: Residency Patterns, Admissions Classification, and Unit Load;
3. Student Goals and Post-Graduation Plans: Declared Major, Educational Objectives and Post-Graduation Plans.

Each of these topics is addressed by a College summary table which contains the total College enrollment for Fall 1990. A second table then shows the percent distribution of day and evening enrollments for the specific topic being addressed. Charts and comments accompany the tables to explain key findings or provide background information that may not be presented on the tables themselves. The highlights of the study appear on the following pages preceding the detailed findings presented on the tables and charts.

Evening Student Profile

The evening program at SWC, while not as large as the day program, still serves nearly 6,000 students. Because of the potential impact of the evening program, this report continues to attempt to define the characteristics of such students.

The following chart shows a comparison of the typical demographic profile of day and evening students as determined from data available in Fall 1990.

Table of Selected Comparisons for Day and Evening Students

Day Student Profile

- Getting younger: About half under age 21, average age has dropped
- Slight majority of females (53%)
- Largest group is Hispanic (43%); large Filipino group (13%)
- One in five works full-time; 30% unemployed but seeking work
- Three out of four are single
- Three out of four live in-district
- Majority are continuing students (56%); proportion of new students has dropped since 1988
- Four in ten attend full-time; proportion has increased recently
- Majority (57%) have general study transfer as their educational goal
- 15 percent are concerned about preparation for employment or job advancement
- Less than one in six wants an associate degree
- More than one in six are undecided about educational goals
- One in ten attends for self-improvement
- Nearly six in ten plan to transfer after graduation
- About one in five plan to work full-time or maintain present status after SWC

Evening Student Profile

- Older than day students but getting younger; about half over age 30, average age has dropped since 1988
- About equally divided males and females
- Largest group is Anglo (41%); large Filipino group (11%)
- Two out of three work full-time, another 15% work part-time
- 45% are married; same proportion is single
- Nearly three out of four live in-district
- Nearly half are continuing students (48%); proportion of new students has dropped since 1988
- 80% take six units or less
- Fewer than half (41%) have general study transfer as their goal
- 26 percent are concerned about preparation for employment or job advancement
- More than one in five wants an associate degree
- More than one in six are undecided about educational goals
- One in five attends for self-improvement
- About one in three plans to transfer after graduation
- More than one in three plan to work full-time or maintain present status after SWC

Concluding Statement

As noted earlier, there are limits to the interpretations that can be made from the findings related to day and evening enrollments. It is apparent that future and ongoing analysis of day and evening enrollments will require modification of existing reporting systems and current computer programs, but the initial effort provides important insights on the characteristics of day and evening students as well as the College population as a whole.

What appears significant about the student profile for Fall 1990 is that it points out the rapid change that has occurred in just the past few years. For example, between 1989 and 1990, the actual number of new students decreased slightly (4805 to 4721). At the same time, new minority students increased by 1 percent while new Anglo students decreased by 7 percent.

Other recent trends show that there is a steady shift toward transfer preparation as an educational objective for both day and evening students. This pattern is accompanied by a slight increase in the average number of units carried per day student since 1988 while the average age has dropped slightly.

STUDENT DEMOGRAPHICS

Age: Table 1

Our student population continues to be inter-generational in that the students are divided among three major age groups: those under 21, those between 21 and 30, and those over 30 years of age.

- The largest group of students continues to fall between the ages of 21 and 30 (38%).
- In 1990, for the first time since the early 1980s, the average age of the student population dropped below 28 years to 27.5.
- There is a significant difference between the age profile for day and evening students. For example, in Fall 1990, 47 percent of the day students were under 21 years of age compared to only 10 percent of the evening students.

Sex: Table 2

The proportion of female students has exceeded the males since the early 1980s. In 1990, females constituted 53 percent of the total student population served by SWC.

- Since 1987, the ratio of males to females has not changed.

Ethnicity: Table 3

In 1980, Anglos constituted the majority (52%) of SWC students. Since then, the total non-Anglo student population has grown in absolute numbers as well as in percentage. In 1990, all minorities represented 65 percent of the total student population and, for the first time, Anglos (35%) were not the largest single ethnic group, having been surpassed by Hispanics (40%).

- Total SWC enrollments increased by 28 percent between 1986 and 1990, while the Hispanic student population increased by 66 percent, Filipinos by 31 percent, all Asians by 18 percent and Blacks by 16 percent. At the same time, Anglos increased by 3 percent.

Employment: Table 4

Consistently, 60 percent or more of the students work full- or part-time while attending SWC. In 1990, the largest portion (39%) worked full-time, another 25 percent worked part-time, and 22 percent were unemployed but wanted to work. Overall, only 13 percent were not working or seeking employment, but among day students alone, 30 percent were unemployed but seeking work.

Marital Status: Table 5

There was an increase in the proportion of single students between 1986 (59%) and 1990 (64%). In 1990, 76 percent of day students were single and 45 percent of evening students were single.

Source of Financial Support: Table 6

Forty-nine percent of the students at SWC were their own primary source of financial support. Parents were the primary means of support for one-third of SWC students.

STUDENT PROGRAM STATUS

Residency Patterns: Tables 7,8

Ninety eight percent of the students attending SWC are from California. The majority of these students reside within the district (75%). The proportion of students from within the district has been stable since 1986 (Table 7).

- A higher proportion of evening students (24%) come from outside the district than day students (20%).

- The percent of students attending SWC from various communities within the district has remained relatively consistent since 1986, ranging from about 47 percent from Chula Vista to less than 2 percent from Coronado (Table 8).

Admissions Classification: Tables 9 A, 9 B

In 1990, new students constituted 30 percent of the total SWC student body compared to 53 percent of those students who were continuing and 17 percent who returned to college. (Table 9 A). This represents a slight increase in the percent of continuing students compared to 1989 and a corresponding decrease in the other two categories.

Between 1980 and 1984, SWC experienced a decline in the actual number of new students it attracted (4514 in 1980 to 2974 in 1984). Most of this decline in new students was among non-minorities. Between 1986 and 1990, there was a gradual increase in the number of new minority students entering SWC each Fall (Table 9 B). However, between 1989 and 1990 there was an actual decrease in the number of entering new students. The number of new entering non-Anglo students increased by one percent, but decreased by 7 percent for Anglo students.

First Census Unit Load: Table 10

In Fall 1990, 27 percent of the students were full-time (12 or more units), a slight increase from 25 percent in 1986. However, this increase was not reflected in the average student unit load which dropped from about 7.8 units in 1986 to 7.3 in 1990. Still, since 1988, the average unit load has been increasing. As might be expected, evening students tend to take fewer units (4.2) than day students and, by far, fewer are full-time students (3%).

STUDENT GOALS AND POST-GRADUATION PLANS

Educational Goals: Tables 11 A, 11 B

The proportion of SWC students declaring a general study transfer remained fairly constant between 1986 and 1990, ranging from 49 percent to 51 percent. The proportion of undecided majors remained constant at 16 to 18 percent. The proportion of students preparing for employment or job advancement decreased from 20 to 14 percent during the same period. The percent of students seeking self-improvement increased from 9 to 13 percent during the past five years. (Table 11 A).

- The shift in declared majors was reflected in educational objectives of SWC students. For example, between 1986 and 1990 there was an increase from 32 to 36 percent of the students with the objective of transfer preparation. The shift toward transfer preparation has occurred for both day and evening students. However, students seeking an associate degree, including those in occupational fields, remained constant at 18 percent. (Table 11 B).

- Students wanting a vocational certificate (without a degree) has been constant at 5 percent while those wanting employment preparation remained constant at around 9 percent.

- The students with educational objectives related to self-improvement increased from 12 to 14 percent. Those who were undecided about their educational objectives decreased by 6 percent. In Fall 1990, about 1 in 6 students was undecided about educational objectives compared to 1 in 4 during the early 1980s.

Post-Graduation Plans: Table 12

The post-graduation plans of SWC students reflect their pattern of declared majors and educational objectives. The largest proportion (46%) say they want to transfer to a four-year institution. Another 15 percent want full-time employment after graduation. However, almost 1 out of 4 was undecided about post-graduation plans.

When the proportion of students who are undecided about their majors or their educational objectives are matched with those who are undecided about their post-graduation plans, the importance of assisting students to clarify the purpose of their educational experience at SWC becomes clear.

AGE

Table 1

All Students

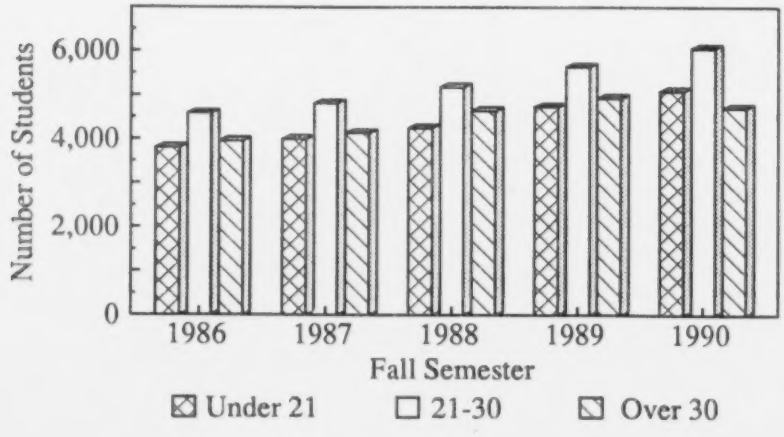
	1986	%	1987	%	1988	%	1989	%	1990	%
Under 21	3806	31	3993	31	4248	30	4731	31	5085	32
21 - 30	4590	37	4809	37	5175	37	5633	37	6063	38
Over 30	3963	32	4136	32	4643	33	4926	32	4707	30
Total	12,359		12,938		14,066		15,290		15,855	
Average Age	28.08		28.07		28.30		28.14		27.46	

Comparison of Day and Evening Students *

	1988		1989		1990	
	Day (8346)	Evening (5115)	Day (9021)	Evening (5724)	Day (9507)	Evening (5619)
Under 21	45%	9%	46%	10%	47%	10%
21 - 30	34%	42%	34%	42%	34%	44%
Over 30	21%	49%	21%	48%	19%	46%
Average Age	25.36	32.40	25.20	32.28	24.68	31.49

* Does not include students for whom no day/evening data are available.

Age of All Students



- In 1990, for the first time during the five-year period, the number of students over 30 decreased compared to the previous year. The number of students in the other two groups increased, leading to a decrease in the overall average age.
- The average age of day and evening students has shown a gradual decrease since 1988.

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SEX

Table 2

All Students

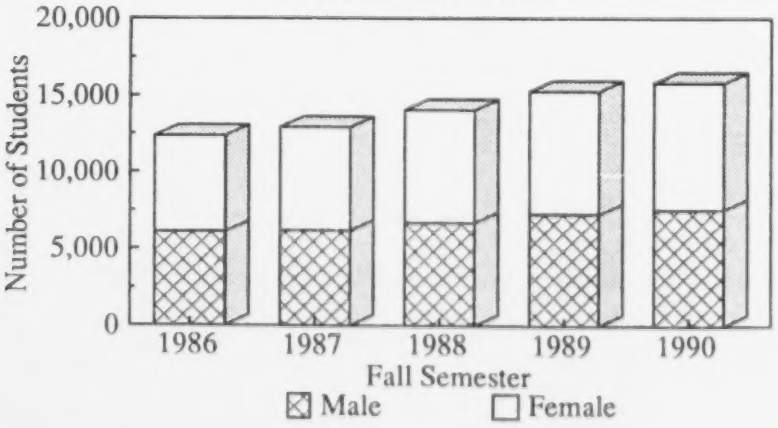
	1986	%	1987	%	1988	%	1989	%	1990	%
Male	6052	49	6138	47	6653	47	7232	47	7505	47
Female	6307	51	6800	53	7413	53	8058	53	8350	53
Total	12,359		12,938		14,066		15,290		15,855	

Comparison of Day and Evening Students *

	1988		1989		1990	
	Day (8346)	Evening (5115)	Day (9021)	Evening (5724)	Day (9507)	Evening (5619)
Male	47%	49%	47%	49%	47%	49%
Female	53%	51%	53%	51%	53%	51%

* Does not include students for whom no day/evening data are available.

Sex of All Students



- The ratio of males to females remained unchanged since 1987.

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ETHNICITY

Table 3

All Students

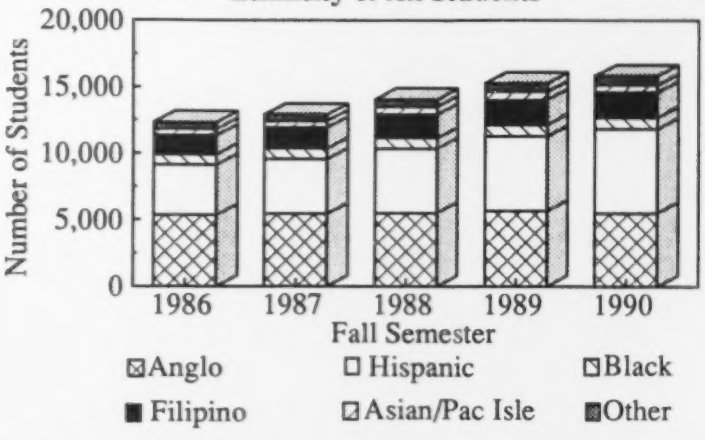
	1986	%	1987	%	1988	%	1989	%	1990	%
Anglo	5347	43	5457	42	5514	39	5660	37	5514	35
Hispanic	3802	31	4124	32	4840	34	5612	37	6312	40
Black	754	6	789	6	791	6	878	6	873	6
Filipino	1449	12	1584	12	1799	13	1877	12	1896	12
Asian/Pac Isle	492	4	492	4	567	4	627	4	583	4
Other	515	4	498	4	555	4	636	4	677	4
Total	12,359		12,938		14,066		15,290		15,855	
All Minority	7012	57	7487	58	8552	61	9630	63	10341	65

Comparison of Day and Evening Students*

	1988		1989		1990	
	Day (8346)	Evening (5115)	Day (9021)	Evening (5724)	Day (9507)	Evening (5619)
Anglo	36%	44%	34%	42%	31%	41%
Hispanic	38%	30%	40%	32%	43%	35%
Black	6%	5%	6%	6%	5%	6%
Filipino	12%	14%	12%	13%	13%	11%
Asian/Pac Isle	4%	3%	4%	4%	4%	3%
Other	5%	3%	5%	3%	5%	4%

* Does not include students for whom no day/evening data are available.

Ethnicity of All Students



- In 1990, for the first time during the five-year period, the number of Anglo students, as well as the proportion, declined.
- In 1990, Hispanics became the largest ethnic group, representing 40% of the student body.

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EMPLOYMENT STATUS

Table 4

All Students

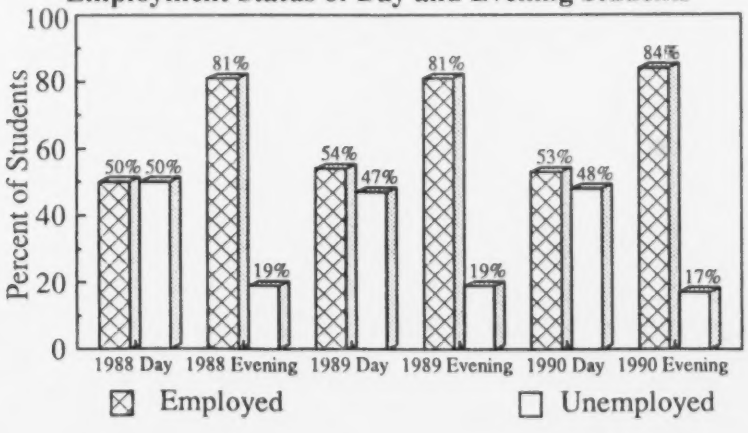
	1986	%	1987	%	1988	%	1989	%	1990	%
Employed										
Full-time	4634	37	4698	36	5325	38	5937	39	6162	39
Part-time	2834	23	3051	24	3342	24	3750	25	3897	25
Unemployed										
Seeking Work	2953	24	3132	24	3252	23	3352	22	3536	22
Not seeking	1735	14	1812	14	1873	13	1962	13	2014	13
No Data	203	2	245	2	274	2	289	2	246	2
Total	12,359		12,938		14,066		15,290		15,855	

Comparison of Day and Evening Students*

	1988		1989		1990	
	Day (8346)	Evening (5115)	Day (9021)	Evening (5724)	Day (9507)	Evening (5619)
Employed						
Full-time	19%	67%	21%	67%	21%	69%
Part-time	31%	14%	33%	14%	32%	15%
Unemployed						
Seeking Work	31%	13%	29%	13%	30%	11%
Not seeking	19%	6%	18%	6%	18%	6%

* Does not include students for whom no day/evening data are available.

Employment Status of Day and Evening Students



- In 1990, the proportion of employed evening students to employed day students continued to be about 8 to 5.

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MARITAL STATUS

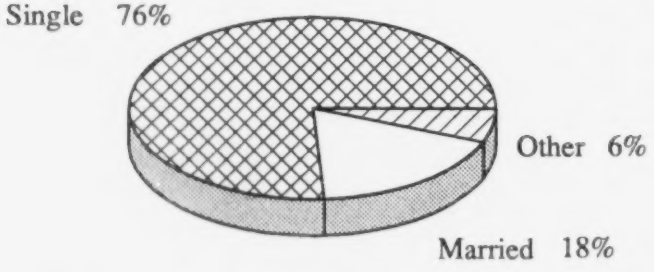
Table 5

All Students

	1986	%	1987	%	1988	%	1989	%	1990	%
Single	7364	59	7705	60	8440	60	9303	61	10068	64
Married	4022	32	4219	33	4522	32	4771	31	4553	29
Other	973	8	1014	7	1104	8	1216	8	1234	8
Total	12,359		12,938		14,066		15,290		15,855	

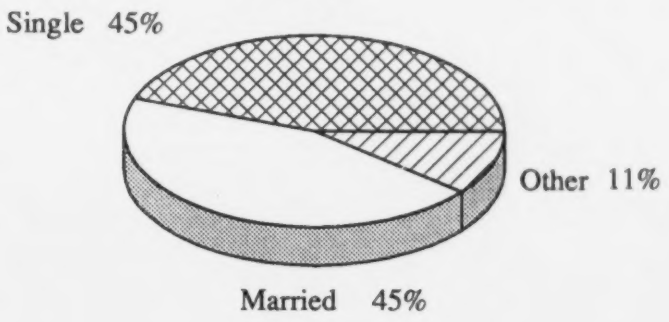
Marital Status of Day Students, Fall 1990

N=9507



Marital Status of Evening Students, Fall 1990

N=5619



- Since 1986, the proportion of single students gradually increased; there was a corresponding decrease in the proportion of married students.
- In Fall 1990, over 3/4 of day students were single, compared to less than 1/2 of evening students.
- In Fall 1990, there was the same proportion of single and married evening students but, in absolute terms, the single, day students outnumbered single, evening students by more than 4 to 1.

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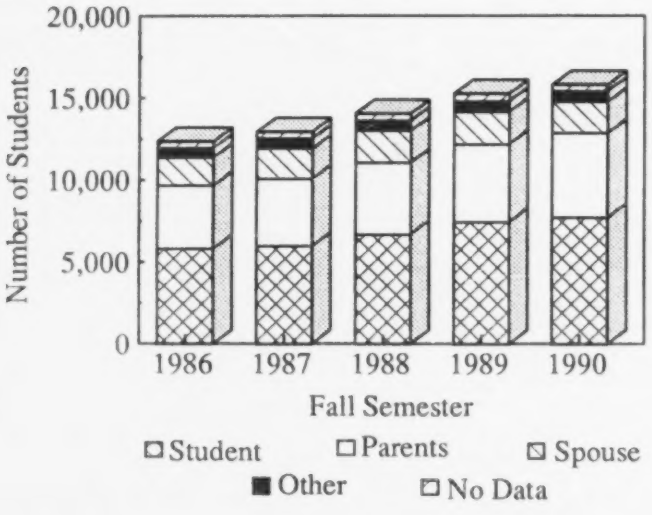
SOURCE OF FINANCIAL SUPPORT

Table 6

All Students

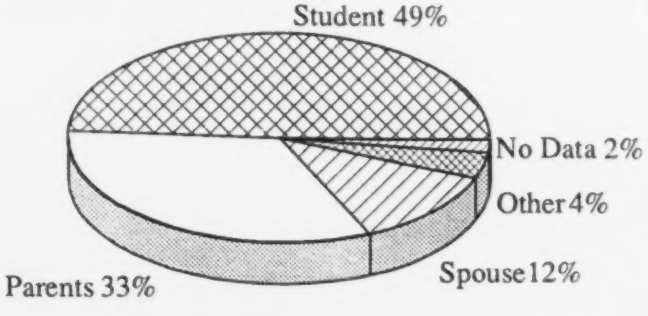
	1986	%	1987	%	1988	%	1989	%	1990	%
Student	5835	47	5991	46	6716	48	7457	49	7726	49
Parents	3849	31	4096	32	4368	31	4746	31	5159	33
Spouse	1695	14	1858	14	1925	14	1982	13	1909	12
Other	595	5	614	5	630	4	656	4	666	4
No Data	385	3	379	3	427	3	449	3	395	2

Source of Financial Support of All Students, 1986-1990



- Compared to 1986, in 1990 a slightly larger proportion of students relied on themselves or their parents for financial support while a slightly smaller proportion relied on their spouse.

Source of Financial Support of All Students, Fall 1990



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RESIDENCY PATTERNS

Table 7

All Students

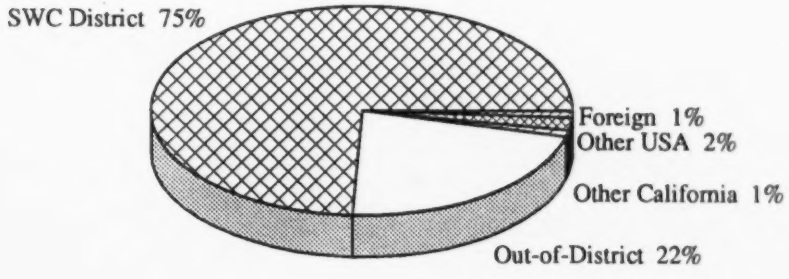
	1986	%	1987	%	1988	%	1989	%	1990	%
SWC District	9102	74	9656	75	10575	75	11386	74	11846	75
San Diego County Out-of-District	2685	22	2768	21	3023	21	3340	22	3449	22
Other California	92	1	99	1	95	1	157	1	137	1
Other USA	262	2	262	2	232	2	264	2	267	2
Foreign	118	1	120	1	110	1	106	1	115	1
No Data	37	-	33	-	31	-	37	-	41	-
Total	12,359		12,938		14,066		15,290		15,855	

Comparison of Day and Evening Students*

	1988		1989		1990	
	Day (8346)	Evening (5115)	Day (9021)	Evening (5724)	Day (9507)	Evening (5619)
SWC District	76%	75%	75%	74%	76%	73%
San Diego County Out-of-District	21%	22%	21%	24%	20%	24%
Other California	1%	0.5%	1%	0.5%	1%	1%
Other USA	1%	2%	1%	2%	2%	2%
Foreign	0.5%	0.5%	1%	--	1%	--

*Does not include students for whom no day/evening data are available.

Residency Patterns of All Students, Fall 1990



- The percent of in-district enrollments has remained constant at about 75% since 1986.

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RESIDENCY PATTERNS (Continued)

Table 8

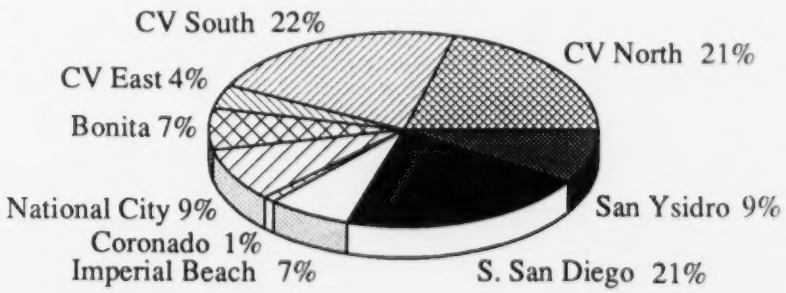
All Students

	1986 %	1987 %	1988 %	1989 %	1990 %
Chula Vista North	24	23	24	20	21
Chula Vista South	23	23	22	22	22
Chula Vista East				4	4
Bonita	8	7	8	8	7
National City	10	9	8	8	9
Coronado	2	2	3	1	1
Imperial Beach	6	6	7	6	7
South San Diego	20	22	18	21	21
San Ysidro	7	8	8	9	9

Comparison of Day and Evening Students*

	1988		1989		1990	
	Day (8346)	Evening (5115)	Day (9021)	Evening (5724)	Day (9507)	Evening (5619)
Chula Vista North	21%	24%	19%	21%	20 %	22 %
Chula Vista South	23%	23%	22%	21%	21 %	23 %
Chula Vista East			3%		4 %	4 %
Bonita	9%	7%	8%	7%	8 %	6 %
National City	9%	8%	8%	8%	9 %	8 %
Coronado	1%	2%	1%	2%	1 %	2 %
Imperial Beach	6%	6%	6%	7%	6 %	7 %
South San Diego	22%	21%	21%	21%	21 %	20 %
San Ysidro	10%	8%	10%	8%	10 %	8 %

*Does not include students for whom no day/evening data are available



District Enrollment 1990

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ADMISSIONS CLASSIFICATION

Table 9 A

All Students

	1986	%	1987	%	1988	%	1989	%	1990	%
New	4116	33	4186	32	4424	31	4805	31	4721	30
Continuing	5862	48	6497	50	7148	51	7808	51	8396	53
Returning	2381	19	2255	18	2494	18	2677	18	2738	17
Total	12,359		12,938		14,066		15,290		15,855	

- The proportion of continuing students increased slightly since 1986, while the proportion of new and returning students dropped slightly.

Comparison of Day and Evening Students *

	1988		1989		1990	
	Day (8346)	Evening (5115)	Day (9021)	Evening (5724)	Day (9507)	Evening (5619)
New	34%	29%	33%	30%	32%	27%
Continuing	53%	46%	54%	46%	56%	48%
Returning	13%	25%	13%	24%	12%	25%

* Does not include students for whom no day/evening data are available.

Table 9 B

Comparison of Ethnicity

	1986	%	1987	%	1988	%	1989	%	1990	%
New										
Minority	2033	49	2235	53	2744	62	3106	65	3140	67
Non-Minority	2083	51	1951	47	1680	38	1699	35	1581	33
Continuing										
Minority	3352	57	3916	60	4445	62	4985	64	5559	66
Non-Minority	2510	43	2581	40	2703	38	2823	36	2837	34
Returning										
Minority	948	40	924	41	1363	55	1539	57	1642	60
Non-Minority	1433	60	1331	59	1131	45	1138	43	1096	40
Total	12,359		12,938		14,066		15,290		15,855	

Source: SWC MIS 18

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FIRST CENSUS UNIT LOAD

Table 10

All Students

	1986	%	1987	%	1988	%	1989	%	1990	%
0*-6 Units	6626	53	6788	52	7482	53	8155	53	8022	50
6.5-11.5	2585	21	2872	22	3064	22	3094	20	3521	22
12+	3148	25	3277	25	3520	25	4041	26	4312	27
No Data	74	1	1	--	--	--	--	--	--	--
Total	12,359		12,938		14,066		15,290		15,855	
Average Units	7.77		7.84		6.93		7.04		7.33	

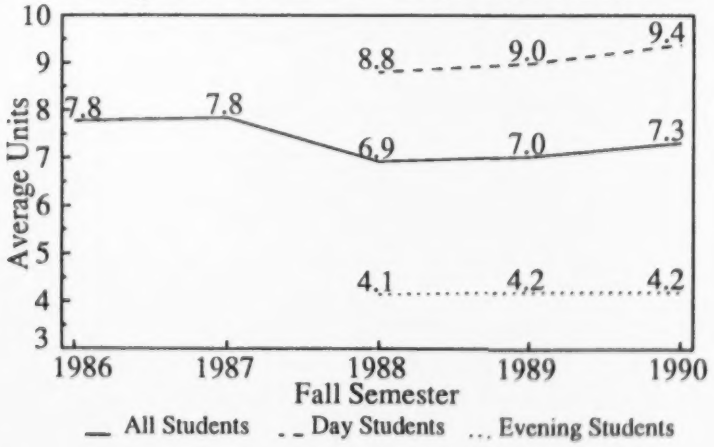
* Includes students enrolled in classes not in session at first census.

Comparison of Day and Evening Students *

	1988		1989		1990	
	Day (8346)	Evening (5115)	Day (9021)	Evening (5724)	Day (9507)	Evening (5619)
0*-6 Units	34%	82%	34%	82%	30%	83%
6.5-11.5	27%	14%	24%	14%	27%	14%
12+	39%	4%	42%	4%	43%	3%
Average Units	8.81	4.14	8.99	4.20	9.38	4.21

* Does not include students for whom no day/evening data are available.

Average First Census Unit Load of All Students



- Since 1988, the average unit load for day and for evening students has increased.

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EDUCATIONAL GOALS

Declared Major

Table 11 A

All Students

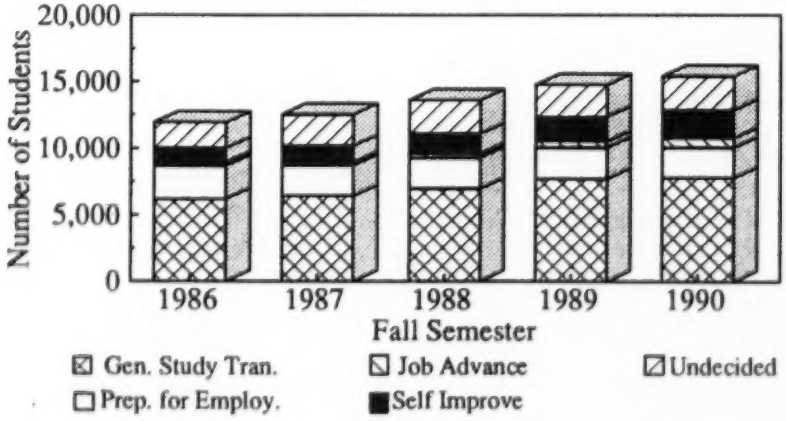
	1986	%	1987	%	1988	%	1989	%	1990	%
General Study Transfer	6190	50	6417	49	6967	50	7722	51	7800	50
Prep. for Employ.	2490	20	2298	18	2321	17	2335	15	2253	14
Job Advancement	268	2	232	2	315	2	485	3	709	4
Self Improvement	1086	9	1260	10	1503	11	1823	12	2108	13
Undecided	1923	16	2328	18	2513	18	2414	16	2540	16
No Data	402	3	403	3	447	3	511	3	445	3
Total	12,359		12,938		14,066		15,290		15,855	

Comparison of Day and Evening Students *

	1988		1989		1990	
	Day (8346)	Evening (5115)	Day (9021)	Evening (5724)	Day (9507)	Evening (5619)
General Study Transfer	55%	41%	57%	41%	57%	41%
Prep. for Employ.	13%	21%	12%	20%	13%	18%
Job Advancement	1%	4%	1%	6%	2%	8%
Self Improvement	8%	15%	8%	17%	9%	21%
Undecided	20%	15%	18%	13%	19%	12%

* Does not include students for whom no day/evening data are available

Declared Majors of All Students



- The proportion of students declaring "Preparation for Employment" as their goal declined steadily during the five years while the proportion declaring "Self Improvement" or "Job Advancement" increased. Since 1988, these changes can be attributed to changes in evening students' stated goals.

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EDUCATIONAL GOALS (Continued)

Educational Objective

Table 11 B

All Students

	1986	%	1987	%	1988	%	1989	%	1990	%
Transfer Prep.	3923	32	4318	33	4715	34	5335	35	5768	36
Associate Degree*	2247	18	2377	18	2522	18	2704	18	2906	18
Vocational Cert.	669	5	693	5	749	5	799	5	792	5
Employ. Non-degree	1279	10	1151	9	1267	9	1420	9	1422	9
Self Improvement	1470	12	1481	12	1757	12	2084	14	2278	14
Undecided	2476	20	2548	20	2667	19	2640	17	2490	16
No Data	295	2	370	3	389	3	308	2	212	1

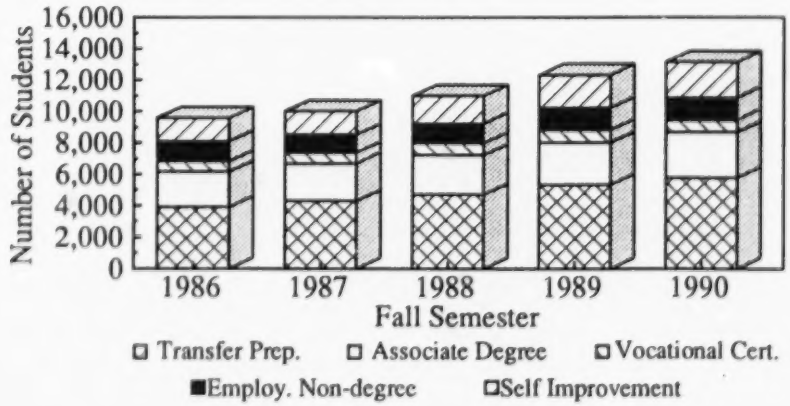
*Includes those in occupational programs

Comparison of Day and Evening Students *

	1988		1989		1990	
	Day (8346)	Evening (5115)	Day (9021)	Evening (5724)	Day (9507)	Evening (5619)
Transfer Prep.	44%	18%	45%	19%	47%	21%
Associate Degree*	16%	21%	15%	21%	16%	22%
Vocational Cert.	4%	7%	5%	6%	5%	6%
Employ. Non-degree	5%	15%	6%	14%	6%	14%
Self Improvement	8%	18%	9%	20%	10%	22%
Undecided	19%	21%	17%	17%	16%	15%

* Does not include students for whom no day/evening data are available

Educational Objectives of All Students



- The proportion of day and evening students who state "Transfer Preparation" or "Self Improvement" as their goal has increased while the proportion who state "Undecided" has decreased.
- "Transfer Preparation" is the objective most often stated by day students while evening are about equally divided among "Transfer Preparation", "Associate Degree" and "Self Improvement".

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POST-GRADUATION PLANS

Table 12

All Students

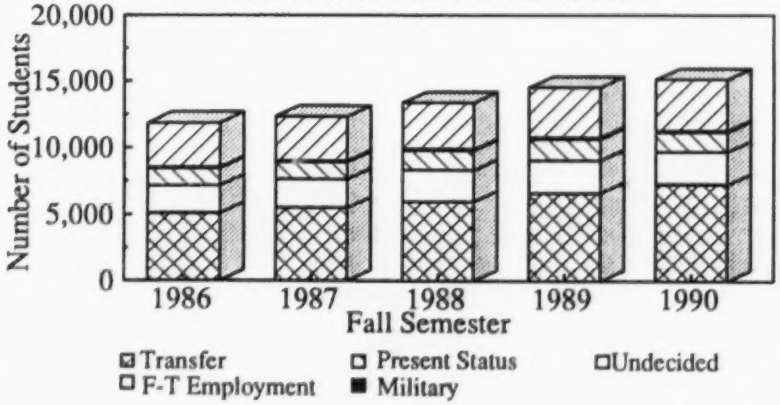
	1986	%	1987	%	1988	%	1989	%	1990	%
Transfer	5090	41	5491	42	5964	42	6606	43	7269	46
F-T Employment	2081	17	2168	17	2345	17	2425	16	2423	15
Present Status	1270	10	1245	10	1477	10	1625	11	1460	9
Military	102	1	104	1	93	1	118	1	125	1
Undecided	3304	27	3316	26	3489	25	3771	25	3843	24
No Data	512	4	614	5	698	5	745	5	735	5
Total	12,359		12,938		14,066		15,290		15,855	

Comparison of Day and Evening Students *

	1988		1989		1990	
	Day (8346)	Evening (5115)	Day (9021)	Evening (5724)	Day (9507)	Evening (5619)
Transfer	54%	30%	56%	30%	56%	31%
F-T Employment	15%	21%	14%	20%	14%	19%
Present Status	6%	19%	6%	19%	5%	17%
Military	1%	1%	1%	1%	1%	1%
Undecided	24%	30%	23%	30%	23%	28%

* Does not include students for whom no day/evening data are available

Post-Graduation Plans of All Students



- During the past five years, the proportion of students who planned to transfer increased while the proportion who planned to seek full-time employment or who were undecided decreased.
- Since 1988, an increase in transfer plans was seen primarily among day students, but the drop in full-time employment plans was seen primarily among evening students.

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ERIC Clearinghouse for Junior Colleges

FEB 22 1991